THE EFFECT OF APPLYING GUIDED WRITING TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

SKRIPSI

Submitted in Partial Fulfilment as the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

by

ULFA HUSNA
NPM. 1402050110

FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya
yang diselenggarakan pada hari Kamis, 18 Oktober 2018, pada pukul 09.00 WIB sampai
dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Ulfa Husna
NPM : 1402050110
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Guided Writing Technique on The Students'
Achievement in Writing Analytical Exposition Text

Ditetapkan : (A) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak
memakai gelar Sarjana Pendidikan (S.Pd).

PANITIA PELAKSANA

Ketua, Sekretaris,
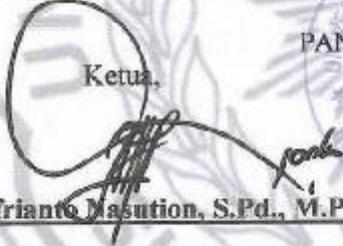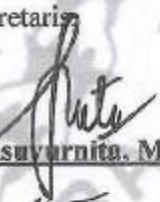
Dr. Elfrianto Nasution, S.Pd., M.Pd. Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S. Pd., M.Hum 1.

2. Dra. Diani Syahputri, M.Hum 2.

3. Dr. Bambang Panca. S, S.Pd., M.Hum 3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Ulfa Husna

N.P.M   : 1402050110

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Effect of Applying Guided Writing Technique on the Students'
Achievement in Writing Analytical Exposition Text

sudah layak disidangkan.

Medan, 06 Oktober 2018

Disetujui oleh:

Pembimbing
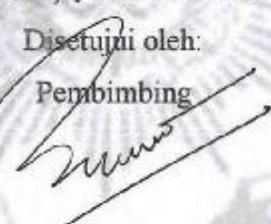
Dr. Bambang Panca S, S.Pd, M.Hum

Diketahui oleh:

Dekan   Ketua Program Studi
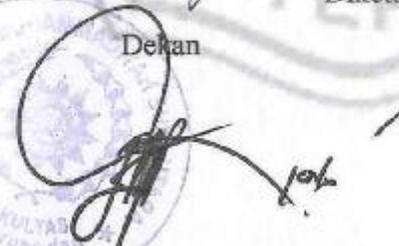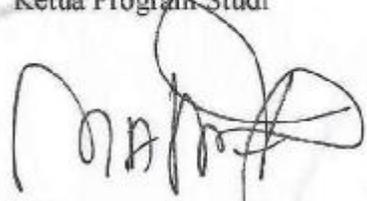
Dr. Elfrianto Nasution, S.Pd, M.Pd   **Mandra Saragih, S.Pd., M.Hum.**

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Ulfa Husna
N.P.M	:	1402050110
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Guided Writing Technique on the Students' Achievement in Writing Analytical Exposition Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 09 Mei 2018
Hormat saya
Yang membuat pernyataan,

Ulfa Husna

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa	: UlfaHusna
NPM	: 1402050110
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Guided Writing Technique on the Students' Achievement In Writing Analytical Exposition Text

Tanggal	Hasil Bimbingan Skripsi	Tanda Tangan
09 Mei 2018	Acknowledgments	
	Abstract	
11 Juli 2018	Chapter I	
18 Juli 2018	Chapter III	
27 Juli 2018	RPP	
30 Juli 2018	Reference	
	Acc	

Medan, 30 Juli 2018

Diketahui oleh:
Ketua Program Studi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Dr. Bambang Panca S., S.Pd., M.Hum.)

ABSTRACT

Husna, Ulfa 1402050110. "The Effect of Applying Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text". Skripsi: English Education Program, Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2018.

The objective of this research was To find out the significant effect of applying Guided Writing Technique on the students' achievement in writing analytical exposition text. The research was conducted at SMA Al-Hidayah Medan Jl. Letda Sudjono Gg. Perguruan No. 4, Bandar Selamat, Medan Tembung in academic year 2017/2018. The populations of this study are students' second year class in Senior high school (XI-IPA 1, XI-IPS1 andXI- IPS 2). The total sample is 52 students consist of 26 of XI IPS1 and 26 of XI IPS 2. This research used experimental study with two different groups, the first is experimental group which was taught by using guided writing technique that consists of 26 students and the second is control group was taught without using guided writing technique that consist of 26 students. The instrument used in this study was the writen test. Technique for collecting data was descriptive quantitative. The data is $(t_0) > (t_1)$, or $3.39 > 1.67$. The percentage of the effect of x variable and y variable or the effect of using Guided wrting technique on the students' achievement in writing was75% and 25% was influenced by other factor. It means that the alternative hypothesis is accepted and the null hypothesis is rejected. Form this research, it was found that using guided writing technique could cause a positive effect on students' studying writing analytical exposition text. After analyzing, the result of the students' achievement using guided writing technique gave significant effect on the students' achviement in writing analytical exposition text.

Key word : **Students' Achievement, Writing, Analytical Exposition Text, Guided Writing Technique**

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم
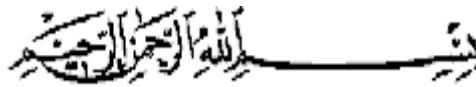
Alhamdullillahirabbil'alamin. First of all, the researcher would like to thank alhamdulillah for Allah SWT the Most Almighty, who has given healthy and chance for researcher in resolving this study form the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

In resolving this study with the title " The Effect Of Applying Guided Writing Technique on Students' achievement in Writing Analytical Exposition Text", the researcher faced a lot of difficulties and problems and without much help from the following people, it was imposible for her to finish it. For that, the writer wants to thanks her beloved father Abdul Haris Tanjung S.Pd and her mother Aniah who had given support both in material and spiritual to complete her study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to :

1. Dr. Agussani, M.AP, the Rector of UMSU.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of Faculty of Teacher Training and Educaion.

3. Dra. Hj. Syamsuyurnita, M.Pd as the vise dean 1 of FKIP UMSU, who has encourage her education in FKIP.

4. Mandra Saragih, S.pd, M.Hum as the head of English Department FKIP UMSU, and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the researcher during the process of writing the study.

5. Dr.Bambang Panca S, S.Pd, M.Hum the supervisor who had given suggestion, ideas, criticsm and guidance in writing the study.

6. All lecturers who had given their valuable thought in Teaching English during the academic years at UMSU.

7. A.M Haidir Saragih, S.Pdi, M.A as the Headmaster of SMA Al-Hidayah Medan who had allowed to do the research in the school.

8. Her beloved young sister Sa'adatul Karimah and my young brother M.Fahrul Azmi and her big family who has given the researcher pray, support, suggestion, inspiration, spirits, and motivations her study at FKIP UMSU. Thanks for everything.

9. Her Best friends Pejuang Sarjana Muda group, Eriska Saritia Lubis, Nahmi Yani, Silvi Damayanti who always gives spirit, support, motivation, and care in finishing her thesis.

10. Her friendship Goals The Fantastic group, Ilham Zikri, Pardiansyah Putra Siregar, Irfan Lubis, Risma Ariadi, Eriska Sritian Lubis, Nahmi Yani. Thanks for all support, motivations, and moments.

11. Her best friend, Muhammad Ilham, Muhammad Soleh, Andiki Frasetia, Bayu Putra Mandala, Melati, Indah Andani, Liza Reviza. Thanks for all support, motivations, and moments.

12. All of friends in team PPL who cared and supported each other in finishing this research. Thanks for moments.

13. All of Friends in VIII A evening and IV A afternoon who cared and supported each other in finishing this research.

The researcher realizes that study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan,   Mei 2018

The Reseacher

Ulfa Husna

NPM.1402050110

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1 Lesson Plan for The Experimental Group

Appendix 2 Lesson Plan for The Control Group

Appendix 3 Test Item

Appendix 4 The Attendance List of The Students

Appendix 5 Score List of Experimental Group

Appendix 6 Scores List of Control Group

Appendix 7 From K-1

Appendix 8 From K-2

Appendix 9 From K-3

Appendix 10 Berita Acara Bimbingan Proposal

Appendix 11 Lembar Pengesahan Proposal

Appendix 12 Surat Keterangan Bebas Perpustakaan

Appendix 13 Lembar Pengesahan Hasil Seminar Proposal

Appendix 14 Surat Keterangan Seminar Proposal

Appendix 15 Surat Pernyataan Plagiat

Appendix 16 Surat Izin Riset

Appendix 17 Surat Balasan Riset

Appendix 18 Berita Acara Bimbingan Skripsi

Appendix 19 Dokumentasi

Appendix 20 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of Study

Learning English is becoming more and more important nowdays. Nobody denies that statement. Language is a medium of communication which helps human to convey their ideas, feelings, and thoughtsto the listeners or other people. Language is also reflecting of culture, behaviour, and another situation.

Douglas Brown (2001: 232) states that a study of language includes the four skills, they are listening skill, speaking skill, reading skill, and writing skill. Reading and listening have many parallels and referred to the receptive skills, while speaking and writing are referred to the productive skills. However, productive skills are found more difficult to be achieved by the students. Jeremy Harmer (2001:251) states, that there are a number of reasons why students find language production difficult. The teachers should find ways to help the students get as much out of such activities as possible.

For many English learners, learning to write fluently in English is much more challenging and difficult than learning to speak fluently. Even for Junior High School students, written communications in English becomes much more slowly than spoken communication, since written communication is more formal while spoken communication allows for more mistakes.

Writing skills will be found as the most difficult process in language to the students because in writing, they have to organize their thoughts and then write

something decent, think of what they are saying, and also look at the use of words and grammatical structures.

Now days, the ability to write in foreign language is very important. It indicates that writing ability is one of the requirements to succed not only in academic life but also in occupation, since most information and reference are written in English. This condition turns out to be one of the major concern in developing English teaching in Indonesia. Based on the researcher's experience of observation in SMA Al-Hidayah and teacher explanation about weakness of the students in writing. Ithasfound the students of that school had some difficulties in writing an English paragraph. The grade XI The students' feel difficult to write analytical exposition text. The teachers do not have many variations in teaching English.

However, if students understand about the kind of text (genre), it will be easier for them to write a text correctly. Ithasalso found that students have a difficulty in writing a text, including an analytical expostion text, because they cannot make a text that they will write about. Facing this situation, the researcher will try to help the students how to write an analytical exposition text by using Guided Writing Technique because this writing technique will give some guidance for the students to write well.

Guided Writing is useful for a range of teaching purposes, and is the short-term step between teacher directed and independent writing. The teacher will provide thestudents with prompts or clues for the students to use as a basic framework. It allows thestudents to consider audience, purpose, topic, selection of text type, etc. when planning their writings. It allows the students to focus on

conventions such as spelling,punctuation, standard usage and hand writing. Guided writing is known to help promote critical, creative, and reflective thinking on topics.Lan, Hung & Hsu (2011) also states that this technique helps the students toimprove their writing performance, especially their attitudes regarding motivation and enjoyment. The increase of level of these two components is born from the fact that Guided Writing Technique encourages the students to build their confidence and participation. When students' motivation and enjoyment in writing increase, their score.

Based on the reason above, the researcher tented to choose the title**" The Effect of Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text"**.

B. The Identification of Problems

The problems of this reseach can be identified as follows:

1. The students face difficultiesto write analytical exposition text.
2. The lack of technique in teaching writings.

C. The Scope and Limitation

The scope of the reseach focuses in writing and researcher limits on analytical exposition text by using Guided Writing Technique.

D. The Formulation of the Problems

The problem of this researchwasformulated as the following:Is there any significant effect of Applying Guided writing technique on the students' achievement in writing analytical exposition Text?

E. The Objective of the Study

The objectives of this research are follows:To find out the significant effect of applying Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text.

F. The Significance of the Study

Finding of this study are expected to give both theoretical and practical advantages as the following:

1. Theoretically

The significances of this study for English teacher are to understand the way of the teacher in teaching writing analytical exposition text by using guided writing technique and it will give contribution to successful teaching learning English especially in Senior High School and for the researcher.

2. Practically

While in practically, the significances of this study for the English teacher is motivated the teacher to teach better and better in order to find learning technique to improve the students' achievement in writing analytical exposition text. For the students are to motivate them to study writing well especially in

writing analytical exposition text and to improve students' knowledge in writing

analytical exposition text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frameworks

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perseption on the concept of this study.

1. Description of Effect

The effect is language teaching strategy to Richard and Plat (1992: 133) said, " effect is defind to changes of ability that students have after being treated by using certain technique of teaching". It is usually in experimental method in which an idea or hypothesis is teasted or viewed by setting up situation in which the relationship between different subject or variabel can be determind

2. Description of Achievement

The word "achievement" derives from a verb "achieve" which means: (1) The act of accomplishing or finishing, (2) Something accomplished successfully, especially by means of skill, practice or perseverance, (3) Gain the something, taken from The American Heritage Dictionary of the English Language by Houghton Mifflin.

Bloom's taxanomy (2000: 61) is devided into three large domains:

the cognition, the affection, and the psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge. Cognition consist of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies

to do something. There are acceptance, sign with the acceptance by using their sense and responds. Psycomotor is the skill to do something, ready to do it based on physic and emotion, self-control and become a habit. Therefore it is concluded that the achievement is a success in reaching particular goal, statues or standard, especiallay by effort, skill, courage, etc.

Based on the explanation above, students'achievement is a thing done successfully by the students especially to their effort and skill. Teacher gets the achievement of the students based on cognition, affection, and psychomotor. In this study, writing concerns with the effective aspect. The achievement on writing is based on the affective skill of the students, using their responds to create or write something decent.

3. Description of Approach, Strategy, Method and Technique

Richard and Rogers (1986: 2) state the four is "often confusion among the term, approach, strategy, method and technique". These four terms may be viewed as points along a continum for the theoritical (approach), in which basic belifs about language and learning are, how is the way to teach (strategy), to design (method) in which practical plan for teaching and learning a language is considered to detail (technique) where the actual learning activity take place.

Some language learning courses use basically only one technique. These courses coul be said to be based on method such as the language learning cycle of tecnique are combined, so the terms is not used in the same sense. Furthemore, some people use the terms interchangebly with technique.

According to Finnochio (1885: 11) approach is a set of correlatives assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should

translae into the classroom setting. Actually approach in teaching english as a foreign language has three elements : views about the nature of language, belifs about language learning and ideas about how the above should be applied practically to learning and teaching.

Chamot and O'Malley (1994: 35) state that " strategy is that are used to plan, monitor, and evaluate a learning task". Richard and Rogers (1986:67) states that technique is "an explicit procedure or strategy used to accomplish a particular learning objective or a set of objectives". And based on Nunun (1999: 171) strategy is the mental and communicative procedure learner use is order to learner use is order to learn use is order to learn and use language undelying every learning task is at least one strategy. However, in most classrooms, learners are unaware of the strategy underlying the learning task in which they are engaged.

Richard and Rogers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure. Whereas mothod is an overall plan for learning a second language, based on theorical approach selected. It involves the design of a syllabus for the courses, which in turn consist of learning objectives and technique for activating those objectives". Where as method is an overal plant for learning a second language, based on theoritical approach selected. It involves the design of a syllabuse for activating those objective.

Technique is the way a person in order implement a method. For example, the way how that should be done so that the lecture method is done effectively and efficiently.

4. Guided Writing Technique

According to Oczkus (2007), the Guided Writing Technique is an essential tool in a balanced writing curriculum, providing an additional supporting step towards independent writing. The different stages of the writing process are pre-writing, drafting, and revising, editing and publishing (or final copy proof-reading) (Thomas, 2005). So, the teacher must always be a guide for the students during the teaching-learning process for writing. Here the role of the teacher as a fasilitator will help her students to find what they want to write about and how to write a paragraph clearly, systematically, and interestingly. The aim is to provide support that can help the student to write more.

Guided writing is useful for a range of teaching purposes, and is the short-term step between teacher directed and independent writing. The teacher will provide the students with prompts or clues for the students to use as a basic framework. Furthermore, Titisari (2015) said the teachers roles in this strategy are to guide a small group of students in order to create individual written texts, give response to students efforts, and develop students thinking during the process of writing. It allows the 37 students to consider audience, purpose, topic, selection of text type, etc. when planning their writings. It allows the students to focus on conventions such as spelling, punctuation, standard usage and handwriting. Guided writing is known to help promote critical, creative, and reflective thinking on topics.

Additionally, Robinson (1967:2) defines the GWT as writing in which one cannot make a serious error so long as one follows directions. From this

statement, it seems that the guide is used to avoid any serious error being made by a student with the condition being that they should follow directions. Guided writing is the most powerful technique in teaching writing to students. Within the framework of the guided writing, the teacher is continually providing feedback, redirection and expansion of ideas. Any area of writing can be addressed, but a good plan is to put similar needs together and address them all at once (Robinson, 1975).

The Guided Writing Technique is used for guiding a learner to write something. According to Robinson (1975), one of the possibilities for guided writing is by giving the students some questions by using the 'wh`- questions, so that by answering these questions each student can get ideas which they can follow up and express  in writing. Here the teacher provides some questions related to the topic given. Each student can then create ideas by answering the 'wh`- questions and can go on and develop their own answers to create a good composition.

According to Juriah (2015) States that guided writing is an individual or group activity where learners use word maps to organize their ideas and write texts. A word map is a diagram used in guided writing to help writers organize their ideas. Hartanti (2011) claims that guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, when planning their writing. It allows writers to focus on conventions such as spelling, punctuation, standars usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for

each session could be on one of the 'authorial` aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of a text.

Guided writing is the next step after controlled writing as Raimes states that guided composition is an extension of controlled composition. It presents similar result but actually not equal. The teacher gives a first sentence at the beginning, and then followed by giving a last sentence. Teacher may also give students an outline to expand, some attractive questions, or additional information in writing. After that, the students start discussing, make notes, share what they found, and make a draft together before they begin to write (Raimes,1983:103).

From the definitions above, it can be concluded that guided writing is a process of writing after imitative writing and dictation guided by the teacher with stimulators, and according to Anggara (2013), although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individual of the group, provides the teacher with the opportunity to extend and challenge the groups of student.

5. The Advantages of Guided Writing Technique

1. Facilitates the teaching and learning of individual students.
2. The teacher is able to observe and respond to the needs of individuals.
3. Encourages the students to be active participants in discussions about writing.
4. Builds confidence.
5. Allows the teacher to give immediate feedback on success and the opportunity todiscuss further areas for improvement.

6. Conventional Technique

Conventional technique is a lecture or talking technique. Conventional technique is lecture or talking still used in teaching and learning strategy. In this technique, a teacher does not having media. From that information, it can be said teacher is active talking to give the teaching material and students only hear and take it. In conventioanal technique, students are taught by using traditional teaching. Traditional teaching is concerned with the teacher being the controling of the learning environment. The teacher gold control and responsibility and play the role of instructor and decision maker. In short, the traditional teaching view that is the teacher cause learning to occur.

In conventional technique, students cannot express their idea, opinion, thoughts and experiences and it can make students get bored in writing analytical exposition teks. They cannot develop their creativities. While with Guided writing technique, they can be motivated to be active. They not only accept what teacher to them but also develop they get from the teacher and also using Guided writing technique in teaching learning can make students motivated and interest in learning English especially in writing analytical exposition teks.

7. Description of Writing

Writing is an important factor for communication. Through writing, the writer can deliver their ideas: What the writer think and feel about something, so that the writer can interact with other people. By writing, the writer can express his or her experience to reader. For example, if we are a passive one, we can use writing as media to deliver one idea. By writing, the writer can tell the reader

what they think clearly. And we are not shy to tell our experience because most of the readers do not know who the writer is. It is supported by Olshtain: (1970) that writing is an act of communication.

The opinion of Olshtain: (1970) is supported by Rains (1983:43) the writing is a tool of communication. It means that in communication, writing is one way to deliver our idea, because by writing, the writer can do communication indirectly, the writer just write their idea on paper. The writer hopes that the reader knows what we mean by writing. By writing, the activity of presenting through an pinion or idea in correct sentence can be done. It is because writing is an activity that involves our brain to expose a new idea. So, the writer can produce good sentences through the new idea that the writer should be able to produce interesting and understandable writing.

According to Oshima and Hogue (1991), writing is a progressive activity. They explain that when the writer writes something down, first he has already been thinking about what he is going to say and how to say it. Then after he has finished writing, the writer reads over what he has written and perhaps make changes and corrections. Therefore, they assert that writing is never a one-step action; it is a process that has several stages such as pre-writing, drafting, and revising, editing, final copy proof-reading and publishing (Oshima & Hogue, 1991; Thomas 2005).

Nunan (1985:91) states that writing is clearly complex, and competence in writing fluently is accepted as being the last language skill to be mastered. Before a student begins to write, they should first master the other language skill. This knowledge will be useful for the students and important for them to be able to

express what they actually want to express. As a result, the reader should be easily able to understand either the implicit or the explicit ideas in the writing.

In conclusion, writing is a tool of communication that presents ideas. The idea can be developed become a paragraph. Writing is also a way to deliver the idea in particular occasion. Before writing, the writer should consider about the reader background. Furthermore, writing is process to tell the reader about the writer experience. It is a hard activity, because we use our brain to think hardly to express idea and to produce a good paragraph. To produce a good paragraph, the writer should know about component of paragraph.

8. Definition of Text

"On the one hand, text may be defined as 'any sequence of sentences having a certain coherence,' and in this weak sense of the term each folk-tale is a text. On the other hand text may be defined more rigorously as 'any unchangeable sequence of sentences which has a strong cohesion and the unchangeable character of which is related to a value system of some sort.'" (Thomas G. Pavel, "Some Remarks on Narrative Grammars," in *Linguistic Perspectives on Literature*, ed. by M. K. L. Ching et al. Taylor & Francis, 1980)

Most discussions of "text" revolve around interpretation of "texts", rather than a definition of the term itself. But what exactly is a text? The word "text" comes from the Latin *texere,* to weave. Deriving from the Latin, most definitions place "text" as a linguistic structure woven out of words or signs. To call something a "text" implies that the words, phrases, lines or sentences of which it consists have not been arranged this way by chance, but have been produced by a

person and with certain kinds of intentions. Therefore, a text contains meaning which is open to interpretation.

Nowadays, readers and critics alike use it to signify any piece of written or spoken discourse, especially when they want to avoid giving value judgments such as "literary" or categorising something, such as calling it a "novel". Therefore, text is seen as a neutral term. However, if we see what the theorists think of "text", particularly P.D. Juhl and Roland Barthes, we see they think of it as anything but neutral.

McGann's refusal to call a poem a text points to Barthes' idea of a Text. Text (with a capital "T") is all concrete and written texts which have ever existed or which ever will exist. Barthes elaborates on this by saying that all texts refer to one another and are connected through the existence of Text. Each text refers back differently to the infinite sea of the "already written". To call poem a text infers that it is purely a verbal construct, and places it within the immaterial realm of Text rather than the concrete world of the "work".

Barthes has woven a complex theory out of defining what a text is, and how the idea of text relates to interpretation. Initially though, it is sufficient to remember that when we refer to something as a "text", we mean its linguistic structure or the signs that convey meaning and allow interpretation. A "work" is what you are either holding in your hands, or downloading onto your computer screen.

9. Analytical Exposition text

9.1. Definition

Analytical Exposition is one of genres of the text the are learned in Senior high school exspecially in second grade. According to Martin in Painter (2001): the functional of analytical exposition is to explain some aspect of the world and bring the addresse to share the write's poin of view. Moreover, Coffin (2001) states that Analytical exposition is the text which is used to put forward a poin of view or an argument. The social function or the perpose of the analytical exposition is to argue and give reason for particular point of view of an issue. From the ideas above, it clear that an analytical exposition not only a common reading text but it also need the reader to analyze, interpetation the text because of the writer gave an opinion aboaut their point of view.

Analitical Exposition is a text that elaborates the writers' idea about the phenomenon surronding. It's social fuction is topersuade the reader or listener that something is the case or that idea is important matter.

9.2. Purpose of Analytical Exposition

a. To persuade the reader or listener that there is something that, certainly, needs to get attention

b. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

9.3. Generic structure of Analytical Exposition

Thesis: In section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition.

Argument:The topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical exposition have more than two arguments. The more arguments appear, the more confident the reader.

Reiteration:This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

9.4. Language feature

a. Focus on generic human and non human participants.

b. Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.

c. Need material processes. It is used to state what happens, for example: has polluted, etc.

d. Use of simple present tense.

e. Use of relational processes.

f. Use of internal conjunction to state argument.

g. Reasoning through casual conjunction or nominalization.

10. Procedure of using Guided Writing Technique

In teaching learning process, there are some procedures that should be followed accordingly in order to maintain conducive and responsive condition, so that the goal targeted will beachieved successfully. The followings are the steps needed in conducting teachinganalytical exposition writing.

a. *Steps done by teachers to apply Guided Writing Technique*

1. Teachers introduces the concept of analytical exposition text briefly.

2. Teachers explains the text example by mentioning its generic structure.

3. Teachers and students together discuss the text. The discussion can be done bymaking questioning and answering session

b. *Steps done by students.*

4. After discussing the text, students write their own text with a new topic. Whenthis session is running, the teacher should check the students work so that theywrite the text with correct generic structure.

5. After writing, the students should check their work for spelling and grammaticalerrors, and other possible mistakes. If there is error found, they should fix it. Itcan be done by doing peer revision.

6. Before submitting their work, another step needed to be done is proofreading.Each student should read their partner's writing as the final process of writing.

B. Relevant Studies

There are some previous studies that related with the title of this research, namely:

1. The first research has been written by Titisari (2015) about *"The Effectiveness of Guided Writing for Teaching Writing Analytical Exposition Text"*. Based on the result of post-test, mean scores differences between pre-test post-test of experimental and control group, and t-test findings of her thesis, she concluded that guided writing is effective to be used in teaching writing analytical exposition text. Guided writing strategy can help the students to compose an analytical exposition text. The sequence of questions and outline can help them to express their ideas, therefore, they can write easier.

2. The second Related to the study that has been written by Anggara (2013) about *"The Effectiveness of Guided Writing in Improving the Students' Writing Ability of the Eighth Grade Students at Smp Negeri 2 Temon In the Academic Year of 2012/2013",* he concluded that there is a significant difference between the writing ability of the eighth grade students of SMP N 2 Temon taught by using guided writing and those who were not taught by using guided writing.

3. The third Based on the previous studies above, the researcher has found the research that related to the research that did by the previous researcher, such as in terms teaching using technique and method that have explained above. This research will be diffferent with their discussion. It means that the research can do the research entitled " The Effect of Applying Guided writing technique On the Students' Achievement in Writing analytical exposition Text".

C. Conceptual Framework

Writing is the important skill in English. By mastering writing, the student will be able to communicate and convey the excluded idea. In the teaching writing, there are some strategies that can be used to incrase students achievement in writing.

Guided Writing Technique. This technique emphasize on creating paragraphs through writing process.

From the methods above, Guided writing is the most effective technique to be applied to improve students' achievement in writing analytical exposition paragraphs. Through this technique, students are supported during the different stages of the writing process (Department of Children, Schools and Families:2007). By using it, students will not be left alone in creating their writing, but instead they will be guided and monitored from first until last step. It fulfils students' need in achieving their writing goals and through teaching sequence it will improve their writing and independence, especially in writing analytical exposition text.

D. Hypothesis

The hypotheses of this research are drawn as follow:

Ha: There is a significant effect of using Guided writing Technique on the students' achievement in writing the analytical exposition teks

Ho: There is no a significant effect of using Guided writing Technique on the students' achievement in writing the analytical exposition teks

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMA Al-Hidayah, at Jl. Letda Sudjono Gg. Perguruan No. 4, Bandar Selamat, Medan Tembung, Sumatera Utara. The reason for choosing this school for the research because the researcher has ever done the interview and observation in this school, and it has found that The same research has never been conducted before.

B. Population and Sample

1. Population

The population of this research was taken from the eleventh grade students' academic year 2017/2018 of SMA Al-Hidayah Medan, Sumatera Utara, which consist of three parallel classes. There are XI-IPA 1, XI-IPS 1and XI-IPS 2. Class XI-IPA 1 consist of 40 students, class XI IPS 1 26 consist students, and Class XI-IPS 2 consist of 26 students.

Table 3.1
Population

No.	Class	Population
1.	XI-IPA 1	40
2.	XI-IPS1	26
3.	XI-IPS 2	26
TOTAL		**92**

Based on the data of the Table 3.1 previously, it was concluded that the total numbers of population will be 92 students.

2. Sample

The researcher applies purposive sampling technique. In this case, the researcher's taken XI-IPS 1 as the sample of this research. It was caused by the researcher's had interview and observation on that school; the students of this class very weak in learning analytical exposition text. Then, XI-IPS 2 class as the control group to know the difference of students' achievement in learning analytical exposition text by using Guided Writing Technique. The sample can be seen in Table 3.2

Table 3.2
Sample

No	Class	Sample
1.	XI-IPS 1	26
2.	XI-IPS 2	26
Total		**52**

C. Research Design

The experimental quantitative research applied in this research. The experimental quantitative is study with two different groups, experimental that consist of 26 students and control group consist of 26 students too. The experimental group wastaught by applying guided writing technique. While, the control group wastaught by lecturing method, namely; starting the material with showing the pattern of the writing analytical exposition text. The explanation can be seen in Table 3.3

Table 3.3

Research Design

Class	Pre test	Treatment	Post test
XI-IPS1 Experimental group	√	Guided writing technique	√
XI-IPS2 Control group	√	Lecturing method	√

XI-IPS1 was experimental group who taught by guided writing technique in learning writing analytical exposition text. And XI-IPS 2 was control group who taught by using lecturing method in learning writing text.

D. Instrument of Research

1. Instrument to Collecting Data

Written test about Analytical Exposition Text used as the instrument of the research. The instument of the research make a text which suit to the level of the second year students learning program in curriculum. The instrument for collecting data is written test, which students wrote invidually before showing their topic in front of the class. The materials of the test wasmade the researcher English Texts mitra pustaka by Sulistiani, S.S which consist of 1 items test.

Score of the Test

To know students ability in writing there was some scoring the test. Hughes (2003:104) states that "there was five scoring components scales namely: content, organization, vocabulary, language use, and mechanism". The specific criteria are described in detail by the following stages:

1. Content

The sentences of the content depended on the students' capability to write

their ideas information in the form of logical sentences.

Table 3.4
Content

30-27	Excellent to very good Students with some knowledge and subject adequate or range limited development. Mostly relevant to topic sentences but lack the details.
22-26	Good to average For the students with some knowledge of the subject, edequate ranges limited out, but lack details.
21-27	Fair to average For the students with their knowledge of the subject, little substance in edequate development of subject
16-13	Very poor When the students do not know knowledge of the subject non substantive, not pertinent to evaluate.

2. Organization

The Organization refers to the students' ability to write ideas of

information in good logical, topic supporting sentences will be clearly state. The

criteria as follows:

Table 3.5
Organization

20-18	Excellent to very good Where the students is ready to provide fluent expression, ideas clearly stated. Sentences are organized logical sequence cohesive
17-14	Good to average Somewhat rought – loosely organized but the main ideas stand out.
13-10	Fair to poor Non fluent ideas confuse or disconect, lack the logical acquently not development.
9-7	Very poor Does not communicative an organization or not enough or evaluate.

3. Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register. The criteria as follows:

Table 3.6
Vocabulary

20 – 18	Excellent to very good Sophistical range-effectives word forms, etc,
17-14	Good to average Adequate range – accossional errors of word form, choice, usage that meaning not obscurred.
13-10	Fair to poor Limited range – frequent orrors of word form, choice, usage meaning confused of obscurred.
9-7	Very poor Lack of essential translation, title knowledge of english vocabulary word form or not enough to evaluation.

4. Language use

Language use reffered to someone capability in writing, simple complex or composed sentences correctly and logically. It also reffer to the ability in using agreement in sentences and some other words such as a nouns, adjective, verbs and the time signal.

Table 3.7
Language Use

25-22	Excellent to very good Effective complex construction, few errors of agreement, tense, number, word, function, articles, pronouns, preposition.
21-18	Good to average Effective but simple construction – minor problems in complex construction – several errors of agreement, tense, number, word function, articles, pronouns, preposition, but meaning seldom

	obscured.
17-11	Fair to poor Major problem in simple/complex constructions – frequent error or negative, agreement, tense, number, word function, articles, pronoun, preposition, and fragmentsnon – on, delections – meaning confused or obscured.
10-5	Very poor Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enogh to evaluate.

5. Mechanism

Mechanism refers to the students' ability in using word apprietly, using function correctly. Paragraph and the text can be read correctly.

Table 3.8
Mechanism

5	Excellent ti very good Demonstrate mastery of conventions – few errors or spelling, punctuation, capitalization, paragraphing.
4	Good to average Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confuse or obscure.
3	Good to poor Frequent errors of spelling, punctuation, capitalization paragraphing, - poor handwriting – meaning confuse or obscure.
2	Very poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible or not enogh to evaluate.

Based on these indicators, then the students able writing analytical exposition text using chronological order is classified in quantitative and qualitative system. Scales are as follows.

Table 3.9
Qualitative and Quantitative form

Skill	Skill
Qualitative form	**Quantitative form**
Excellent to very good	90-100

Good to average	70-80
Fair to poor	30-60
Very poor	0-29

E. The Techniques for Collecting Data

To collect the data, this research used pre-test and post-test that was given to the experimintal group and control group.

1. Giving pre-test

2. Scoring the students' answer

3. Applying the treatment, where Guided writing technique wasgiven to experimental group, while conventional technique wasgiven to control group.

4. Giving post-test.

F. The Technique of Data Analysis

In this research, descriptive quantitative technique applied to analyze the data. They are:

1. Scoring the students' answer.

2. Listing the score into tables, first for the experimental group score and second for the control group scores.

3. Calculating the total score post-test in experimental group and control group.

From the data, a calculation wasmade to find out whether applying of Guided Writing Technique can be helful in writing Analytical exposition text or not. The data is calculated by using t-test to Arikunto (2006: 354).

1. Calculating the mean score of variable x

$$X_1 = \frac{\Sigma X_1}{n_x}$$

$$X_2 = \frac{\Sigma X_2}{n_x}$$

$$M_X = \frac{\Sigma X}{n_x}$$

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

2. Calculating the mean score of variable y

$$Y_1 = \frac{\Sigma Y_1}{n_y}$$

$$Y_2 = \frac{\Sigma Y_2}{n_y}$$

$$M_y = \frac{\Sigma y}{n_y}$$

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma Y)^2}{Ny}$$

3. Calculating the score to find out t-observe

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X2 + Y2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t = the value of t-calculated

M_x = Mean of experimental group

M_y = Mean of control group

Σx^2 = Standard deviation of experimental group

Σy^2 = Standard deviation of control group

N_x = Total number of samples in experimental group

N_y= Total number of samples in control group

And to find out mean score followed the formula:

$$M_{x=}\frac{\sum x}{Nx}$$

$$M_y \quad =\frac{\sum y}{Ny}$$

Where:

M_x $\quad$ = Mean score of experimental group

M_y= Mean score of control group

X $\;$ = The score number of experimental group

Y $\;$ = The score number of control group

N_x= Total number of samples in experimental group

N_y= Total number of samples in control group

G. Statistical Hypothesis

In this research statistical hypothesis had been used to decided whether the hypothesis is will be accepted or rejected. The statistic formula:

If t-test > t-table = H_a is accepted and H_o is rejected

If t-test < t-table = H_a is rejected and H_o is accepted

Where:

H_a: There is significance Effect of Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text (the hypothesis will be accepted).

Analytical Exposition text.

H_o:There is no significance Effect of Guided Writing Technique onStudents' Achievement in Writing Analytical Exposition Text (the hypothesis will be rejected).

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data were collected by using five indicators that refer to the rules of writing and the following tables are the calculating and the result of the data collected. Both of the experimental and control group were given a test in the form of the writing Analytical Exposition text. The result of the pre-test and the post-test were presented in the following tables.

1. The Score of Experimental Group

Table 4.1

The Score of Pre-Test of Experimental Group

NO.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1.	AMH	15	9	8	10	3	45
2.	ARL	13	11	8	8	2	42
3.	ADS	17	13	12	12	3	57
4.	AR	14	13	12	12	3	54
5.	AAM	13	13	13	12	3	54
6.	AIL	13	7	7	5	2	34
7.	DR	17	14	14	10	3	58
8.	DAL	14	10	10	8	3	45
9.	DAN	17	13	13	13	3	59
10.	EH	14	14	12	12	3	55
11.	ED	18	10	13	11	3	55
12.	EIN	9	8	8	10	3	38
13.	EW	13	8	9	8	3	43
14.	EK	15	11	9	8	3	46
15.	FAN	15	9	8	10	3	45
16.	FL	11	8	9	10	2	40
17.	FAP	15	11	9	8	3	46
18.	GDN	22	14	14	17	4	71
19.	ID	13	13	13	12	3	54
20.	IZ	14	12	11	8	3	47
21.	MHA	13	7	7	6	2	35
22.	MKN	17	12	12	11	3	55

NO.	Students' Initial Name						
23.	MIS	13	7	7	7	3	37
24.	MJP	13	7	7	5	2	34
25.	MZ	10	8	8	8	2	36
26.	MN	14	10	7	11	3	45
	SUM						1.230

Based on the table above, it showed that the highest score was 71 and the lowest score was 34 of the samples score of pre-test of experimental group

Table 4.2

The Samples Score of Post-Test of Experimental Group

NO.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1.	AMH	23	16	15	16	4	74
2.	ARL	25	19	19	17	4	84
3.	ADS	27	18	16	16	4	81
4.	AR	27	18	18	19	4	86
5.	AAM	26	19	18	19	4	86
6.	AIL	25	17	17	17	4	80
7.	DR	25	18	18	17	4	82
8.	DAL	25	17	16	16	3	77
9.	DAN	27	19	18	17	4	85
10.	EH	26	16	16	16	4	78
11.	ED	23	20	19	19	4	86
12.	EIN	26	19	17	19	4	85
13.	EW	26	19	17	17	4	83
14.	EK	26	20	19	19	4	88
15.	FAN	27	15	18	17	4	81
16.	FL	26	22	19	19	4	90
17.	FAP	28	20	19	18	4	89
18.	GDN	25	19	19	19	4	86
19.	ID	23	17	15	17	3	75
20.	IZ	27	18	19	19	3	86
21.	MHA	26	22	19	19	4	90
22.	MKN	25	22	19	20	4	90
23.	MIS	27	20	19	19	5	90
24.	MJP	27	22	20	19	4	92
25.	MZ	27	17	18	19	5	86
26.	MN	27	20	19	19	5	90
	SUM						2.200

Based on the table above, it showed that the highest score was 90 and the lowest score was 74 of the samples score post-test of experimental group

Table 4.3

The Samples Score of Pre-Test of Control Group

NO.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1.	MD	13	7	7	5	3	38
2.	MP	13	11	8	8	2	42
3.	MPN	17	13	12	12	3	57
4.	MC	13	13	13	12	3	54
5.	MA	13	7	7	5	2	34
6.	MRM	17	14	14	10	3	58
7.	MRA	13	7	7	8	2	37
8.	MRN	17	13	13	13	3	59
9.	NS	14	14	12	12	3	55
10.	NL	18	10	13	11	3	55
11.	RF	9	8	8	10	3	38
12.	RI	3	8	9	8	3	41
13.	RH	10	9	8	8	3	38
14.	RF	15	9	8	10	3	45
15.	SA	9	8	8	10	3	38
16.	SR	15	11	9	8	3	46
17.	SS	22	14	14	17	3	71
18.	SP	11	10	10	8	3	42
19.	SSN	9	8	8	8	3	36
20.	SR	13	7	7	6	2	35
21.	TBS	16	10	11	11	3	51
22.	UP	13	7	7	7	3	37
23.	VR	7	7	5	5	2	34
24.	WP	14	13	12	12	3	54
25.	WS	10	8	8	8	2	36
26.	YP	14	10	7	11	3	45
	SUM						1.121

Based on the table above, it showed that the highest score was 71 and the lowest score was 34 of the samples score of pre-test of control group.

Table 4.4

The Samples of Post-Test of Control Group

NO.	Students' Initial Name	Score					
		C	O	V	LU	M	Total
1.	MD	23	19	18	13	4	77
2.	MP	25	15	15	14	4	73
3.	MPN	23	15	17	15	3	73
4.	MC	23	15	16	16	3	73
5.	MA	24	16	18	16	3	77
6.	MRM	24	19	19	19	3	84
7.	MRA	24	19	15	12	4	74
8.	MRN	27	15	18	17	4	81
9.	NS	26	17	19	14	4	80
10.	NL	23	15	18	17	4	77
11.	RF	21	17	19	13	3	73
12.	RI	23	17	18	17	4	79
13.	RH	23	16	16	18	4	77
14.	RF	25	19	15	16	4	79
15.	SA	24	19	17	18	4	82
16.	SR	26	17	17	17	3	80
17.	SS	26	14	14	17	4	75
18.	SP	24	19	18	16	4	81
19.	SSN	24	19	16	17	4	80
20.	SR	23	19	17	18	3	80
21.	TBS	23	19	18	17	3	80
22.	UP	19	20	17	19	3	78
23.	VR	24	15	18	16	3	76
24.	WP	25	16	16	17	3	77
25.	WS	26	14	14	17	4	75
26.	YP	25	10	18	15	3	71
	SUM						2.012

Based on the table above, it showed that the highest score was 80 and the

lowest score was 73 of the samples score of post-test of control group.

Where :

C   :Content

O   : Organization

V   : Vocabulary

LU   : Language Use

M   : Mechanism

B. The Data Analysis

Based on the data above, the following table was differences scores between pre-test and post-test of the experimental and control group.

Table 4.5

The Differences Score of

Pre-Test and Post-Test of the Experimental Group

NO.	Students' Initial Name	Score		
		Pre-Test (t_1)	Post-Test (t_2)	X(t_2-t_1)
1.	AMH	45	74	29
2.	ARL	42	84	42
3.	ADS	57	81	24
4.	AR	54	86	32
5.	AAM	54	86	32
6.	AIL	34	80	46
7.	DR	58	82	24
8.	DAL	45	77	32
9.	DAN	59	85	26
10.	EH	55	78	23
11.	ED	55	86	31
12.	EIN	38	85	47
13.	EW	43	83	40
14.	EK	46	88	42
15.	FAN	45	81	36
16.	FL	40	90	50
17.	FAP	46	89	43
18.	GDN	71	86	15
19.	ID	54	75	21
20.	IZ	47	86	39
21.	MHA	35	90	55
22.	MKN	55	90	35
23.	MIS	37	90	53
24.	MJP	34	90	58
25.	MZ	36	86	50
26.	MN	45	90	45

	Total	$\sum t_1 = 1.230$	$\sum t_2 = 2.200$	$\sum X = 970$

Based on the table above, the mean score of experimental class was

calculated as follows:

$$X_1 = \frac{\sum x}{N1} = \frac{1.230}{26} = 47.30$$

$$X_2 = \frac{\sum x}{N2} = \frac{2.200}{26} = 84.61$$

$$M_x = \frac{\sum x2}{Nx} = \frac{970}{26} = 37.30$$

It showed that X_1 observe value was 47.30 of pre-test and $X_2$84.61 of post-test.

After Measure M_x the formula, it showed that M_x observed value was 37.30

Table 4.6

The Differences Score of Pre-Test and Post-Test of the Control Group

NO.	Students' Initial name	Score		
		Pre-Test (t_1)	Post-Test (t_2)	Y(t_2-t_1)
1.	MD	38	77	36
2.	MP	42	73	54
3.	MPN	57	73	33
4.	MC	54	73	29
5.	MA	34	77	30
6.	MRM	58	84	32
7.	MRA	37	74	42
8.	MRN	59	81	42
9.	NS	55	80	31
10.	NL	55	77	32
11.	RF	38	73	38
12.	RI	41	79	21
13.	RH	38	77	32
14.	RF	45	79	32
15.	SA	38	82	36
16.	SR	46	80	25
17.	SS	71	75	35
18.	SP	42	81	31
19.	SSN	36	80	40
20.	SR	35	80	35
21.	TBS	51	80	36
22.	UP	37	78	33

23.	VR	34	76	25
24.	WP	54	77	27
25.	WS	36	75	29
26.	YP	45	71	50
Total		$\sum t_1= \textbf{1.177}$	$\sum t_2=\textbf{2.012}$	$\sum X=\textbf{835}$

Based on the table above, the mean score of control class was calculated as

follows:

$$Y_1 = \frac{\sum Y1}{Ny} = \frac{1.177}{26} = 45.34$$

$$Y_2 = \frac{\sum Y2}{Ny} = \frac{2.012}{26} = 77.38$$

$$M_y = \frac{\sum Y2}{Ny} = \frac{835}{26} = 32.11$$

It showed that Y_1 observe value was 45.34 of pre-test and Y_2 77.38 of

post-test. After measure M_y the formula, it showed that M_y observed value was

32.11.

Table 4.7

The Calculating to find out t_0 in Experimental Group

NO.	X	x= (X - M$_x$)	X^2
1.	29	-8.3	68.89
2.	42	4.7	22.09
3.	24	-13.3	176.8
4.	32	-5.3	28.09
5.	32	-5.3	28.09
6.	46	8.7	75.69
7.	24	-13.3	176.8
8.	32	-5.3	28.09
9.	26	-11.3	127.6
10.	23	-14.3	204.4
11.	31	-6.3	39.69
12.	47	9.7	94.09
13.	40	2.7	7.29
14.	42	4.7	22.09
15.	36	-1.3	1.69

16.	50	12.7	161.2
17.	43	5.7	32.49
18.	15	-22.3	497.2
19.	21	-16.3	265.6
20.	39	1.7	2.89
21.	55	17.7	313.29
22.	35	-2.3	5.29
23.	53	15.7	3869.8
24.	58	20.7	8869.7
25.	50	12.7	2048.3
26.	45	7.7	456.5
N=26	$\sum X = 970$	$\sum X = 0.2$	$\sum X^2 = 1.762.35$

Table 4.8

The Calculating to find out t_0 in Control Group

NO.	Y	y= (Y – M_y)	y^2
1.	34	1.89	3.87
2.	38	5.89	34.69
3.	25	-7.11	50.55
4.	27	-5.11	26.11
5.	25	-7.11	50.55
6.	33	0.87	0.75
7.	33	0.87	0.75
8.	34	1.89	3.57
9.	32	-0,11	0.01
10.	27	-5.11	25.11
11.	25	-7.11	50.55
12.	27	-5.11	26.11
13.	26	-6.11	37.33
14.	27	-5.11	26.11
15.	40	7.89	62.25
16.	31	-1.11	1.23
17.	26	-6.11	37.33
18.	31	-1.11	1.23
19.	34	1.89	3.57
20.	32	-0.11	0.01
21.	36	3.89	15.13
22.	29	-3.11	9.67
23.	24	-8.11	65.77
24.	20	-12.11	146.6
25.	26	-6.11	37.33
26.	37	4.89	23.91

N=26	$\sum Y = 779$	$\sum Y = -55.79$	$\sum Y^2 = 710.09$

Note :

$$M_x = \frac{\sum x}{Nx} = \frac{970}{26} = 37.30$$

$$M_y = \frac{\sum y}{Ny} = \frac{779}{26} = 29.96$$

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 1.762.35 - \frac{(\sum 0.2)^2}{26}$$

$$= 1.762.35 - \frac{0.04}{26}$$

$$= 1.762.35 - 0.001$$

$$= 1.762.34$$

$$\sum Y^2 = \sum y^2 - \frac{(\sum Y)^2}{Ny}$$

$$= 710.09 - \frac{(\sum -55.9)^2}{26}$$

$$= 710.09 - \frac{-3.124.81}{26}$$

$$= 710.09 - -120.1$$

$$= 830.09$$

From the data above, then calculated by applying a test called t test as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X2 + Y2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{37.30 - 29.96}{\sqrt{\left(\frac{970}{26} + \frac{779}{26-2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$t = \frac{7.34}{\sqrt{\left(\frac{1.749}{50}\right)\left(\frac{2}{26}\right)}}$$

$$t = \frac{7.34}{(67.26)\,(0.07)}$$

$$t = \frac{7.34}{\sqrt{4.70}}$$

$$t = \frac{7.34}{2.16}$$

$$t = 3.39$$

Then the next step is finding out the interpretation toward to by calculating first the calculation of db/df (degree of freedom) which we could obtain as follows :

$$Db = (N_x + N_Y - 2) = 26 + 26 - 2 = 50$$

After measuring the data t-test formula, it showed that t observe value is 3.39then after seeking the table of distribution of t-critical as basis of counting critical in a certain db. The calculation showed t-test = 3.39 and db = 50 by having the db = 52 and consult the t-test (t_o) on significant level in t-table or 3.39>1.67. it means that t_o is higher than t-table.

In determining the percentage of the effect which taught by applying Guided Writing Technique.

Table 4.9

Work Table of Claculating Percentage

No.	X	Y	X^2	Y^2	XY
1.	74	77	5.476	5.929	5698
2.	84	73	7.056	5.329	6132
3.	81	73	6.561	5.329	5913
4.	86	73	7.396	5.329	6278
5.	86	77	7.396	5.929	6622
6.	80	84	6.400	7.056	6720
7.	82	74	6.724	5.476	6068
8.	77	81	5.929	6.561	6237
9.	85	80	7.225	6.400	6800
10.	78	77	6.084	5.929	6006
11.	86	73	7.396	5.329	6278
12.	85	79	7.225	6.241	6715
13.	83	77	6.889	5.929	6391
14.	88	79	7.744	6.241	6952
15.	81	82	6.561	6.724	6642
16.	90	80	8.100	6.400	7200
17.	89	75	7.921	5.625	6675
18.	86	81	7.396	6.561	6966
19.	75	80	5.625	6.400	6000
20.	86	80	7.396	6.400	6880
21.	90	80	8.100	6.400	7200
22.	90	78	8.100	6.084	7020
23.	90	76	72.9000	5.776	6840
24.	90	77	77.8688	5.929	6930
25.	86	75	63.6056	5.625	6450
26.	90	71	72.9000	5.041	6390
$\sum 26$	$\sum 2.200$	$\sum 2.012$	$\sum 297.775$	$\sum 155.972$	$\sum 170.003$

Notes:

$$\sum x = 2.200$$

$$\sum y = 1.012$$

$$\sum x^2 = 297.775$$

$\sum y^2 = 155.972$

$\sum xy = \mathbf{170.003}$

N = 26

Based on the table 4.3 previously, the correlation of product moment was calculated as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{\mathbf{170.003}}{\sqrt{(\mathbf{297.775})(\mathbf{155.972})}}$$

$$\mathbf{r}_{xy} = \frac{170.003}{\sqrt{46.444.5623}}$$

$r_{xy} = \mathbf{0.85}$

Testing Linear Regression

$Y = a + bX$ where a and b is getting by :

$$b = \frac{n \sum xy - \sum x \sum y}{n \sum x^2 - (\sum x)^2}$$

$$b = \frac{\mathbf{26 \times 155.972 - 970 \times 779}}{\mathbf{26 \times 297.775 - (970)^2}}$$

$$b = \frac{\mathbf{4.055.272 - 755.630}}{\mathbf{7.274.15 - 940.900}}$$

$$b = \frac{\mathbf{3.299.642}}{\mathbf{6.333.25}}$$

$$b = 0.52$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{779}{26} - 0{,}52 \frac{970}{26}$$

$$a = 29.96 - 0{,}52 \times 37.30$$

$$a = 29.96 - 19.39$$

$$a = 10.57$$

$$Y = 10.57 + 0.52X$$

Significant effect

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$D = (0.85)^2 \text{ x } 100\%$$

$$D = 0.72 \text{ x } 100\%$$

$$D = 75 \%$$

It means that the effect of applying Guided Writing Technique was 75 % and 25 % was influenced by others factors.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that the observed was 3.39. Then after seeking the table of distribution

of t-observed as the basic of counting critical in certain of the degree of freedom (df), the calculation showed that df were 50 (N1 + N2 −2) or (26 + 26 – 2 = 50), with the significance rate α= 0,05. It was taken from the table of distribution was gotten pride t-table, for 0.05 ($t_{table} = t_{(1-\alpha;dk)} = t_{(0.95;52)}$ is 1.67. The fact showed that the t-observed>t-table, 3.39 > 1.67.

D. Research Findings

The effect of applying guided writing technique gave a significant effect in writing ability. It means that the students who were taught by using guided writing technique got higher score that those without using guided writing technique. It was proved from the result of the test, in which the score of t_o was higher than t_t. So, by this study it was hoped that using guided writing technique could bring better result that without it, in order to improve students' achviement in writing ananlytical exposition text by using guided writing technique enabled the students' to apply knowledge in their context real-life and not just to memorize it. It could be said thought students developed their ideas by connecting academic subject with the context of daily life. It was expected that by teaching with this strategy, students were able to express their easily.

So, the writer concluded the alternative hypothesis in accepted that "there was a significant effect of applying Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text." In other words, the students who were taught by Guided writing technique got better than those who were taught by Free Writing Technique in writing ananlytical exposition text.

E. Discussion

Related to the purpose of the research, that is to determine whether Guided Writing Technique improve students Achievement "writing on Analytical Exposition text., the researcher concluded that there was any significant effect of students Achievement writing on Analytical Exposition text after using Guided Writing Technique that could be seen on findings. It showed by the post-test result for both classes after giving the treatment by applying Guided Writing Technique.

In general, the students Achievement improved their writing in presenting all components of writing that involve content, organization, vocabulary, language use and mechanic after using Guided Writing Technique. From the means scores of post-test in experimental class and control class can be explain that:

First, from the table of the calculation of comparison post-test experimental and control class explained that the students Achievement mastery in developing the ideas especially in experiment class improved after being taught by Guided Writing Technique. The use of Guided Writing Technique encouraged students thinking and imagination. They could imagine what they are going to write after understanding the content of one example of Analytical Exposition Text.

Furthermore, based on the students Achievement writing, it showed that the students had expanded their knowledge in descriptor of content such as knowledgeable, substantive, development of thesis, relevant to assigned

topic etc. It is obvious that the application of Guided Writing Technique in learning of writing an essay can lead the students to think, to write, and to communicate accurately and effectively.

Second, the use of Guided Writing Strategy can enlarge students achievement mastery in vocabulary. It is indicated in the table above that the mean score of students in experiment class increased rather than the students in control class. It is because the students who were in experiment class had been guided to write by their teacher. Teacher showed some pictures related to the topic which going to write. Consequently, students got many key words of the target topic.

In addition, based on the students writing, it showed that students had been developed their knowledge in descriptor of a vocabulary such as sophisticated range, effective word or idiom choice and usage, word form mastery, and appropriate register.

Guided writing is useful for a range of teaching purposes, and is the short-term step between teacher directed and independent writing. The teacher will provide the students with prompts or clues for the students to use as a basic framework. Guided Writing is a Technique that can improve students writing skill. The application of this technique in teaching writing can help the students in generating and organizing ideas of the text. Then, Guided Writing Strategy also helped the students in organizing their ideas into the correct form such as the correct use of the generic structures and considering the language features of an Analytical Exposition text.

So, the writer concluded the alternative hypothesis in accepted that "there was a significant effect of applying Guided Writing Technique on Students' Achievement in Writing Analytical Exposition Text." In other words, the students who were taught by Guided writing technique got better than those who were taught by Free Writing Technique in writing ananlytical exposition text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

On the basis the data analysis some conclusion can be draw the following :

1. There is significant effect of Writing analytical text. It was showed the final hypothesis was (to=3.39) and the number of the t value on the t_{table}($t_{s0,05}$= 1.67). So, found that t_0 is higher than t_s that is $3.39 > 1.67$. It means are significant effect toward the students' ability of guided writing technique.

B. Suggestions

From the conclusion above, the suggestion were staged as the following :

1. The students' in SMA Al-Hidayah Medan can add their knowledge and make a good writing about what they got in their real life through Guided Writing Technique. The students should study to improve their ability in masteringGuided Writing Technique seriously to increase their interest and enthusiasm to write analytical exposition text.

2. It is advisable for English teachers to apply Guided Writing Technique on the students' achievment in wtiting analytical exposition text because it helps the students to develop ideas through of interested learning form and make the writing process become easier to do. It is also suggested for English teachers to guide their students in writing analytical exposition text by applying Guided Writing Technique because this

technique privides a fun way to create a analytical exposition text, so the writing process not be bored and hardThe principal was to increase the ability of school principals in order to improve teacher performance.

3. Other researchers can explore this study to get the improvment of this Technique. Or the other researchers can boost up the use this Technique.

REFERENCES

Arikunto, S.(2006). *Prosedure Penelitian Satuan Pendekatan Penelitian.* Jakarta: Rineka cipta.

Anggara, Yosep. 2013. *The Effectiveness of Guided Writing in Improving the Students' Writing Ability of the Eighth Grade Students at Smp Negeri 2 Temon in the Academic Year of 2012/2013.* State University of Yogyakarta

Barkley, Elizabert, dkk. 2007. *Collaborative learning technique*. Bandung: Nusa Media.

Brown, H. Doglass.2001. *Teaching by principles:an Active Approach to Language Pedagogy.* Second Edition. San Fransisco: Longman.

Carol, J.A.2001.*Writing and Grammar.* New Jersey: Prentice Hall .

Donnel, Teressa DO and Paiva, Judith L. 1986. *Independent Writing.*United States of America.HarperCollins Publishers.

Harmer, Jeremy (2001). *The Practice of English language teaching*. London: Longman.

Hughes, Arthur . 2003. *Testing for language teacher and Eddition*. Cambridge University Press.

Jonhnson, K (2001). *Learning about language: an introduction to foreign language and Teaching*. Harlow: pearson Education.

Juriah, J. (2015) *Implementing Controlled Composisition to Improve Vocabulary Mastery of EFL Students. DINAMIKA ILMU, 15*(1), 139-165.

Langan, J.2003. *College writing skills.* Fifth Edition. New York: Mc Graw-Hill.

Lester, James D.2010.*Writing Research Paper*.New York:Pearson.

Linse, Caroline T.2005.*Practical English Language Teaching Young Learners.*New York: McGraw-Hill.

Nunan, D. (1985). *Language Course Design*: Trends and Issues. Adelaide: NCRC.

Nunan, D. 1999. *Second Language Teaching and Learning.* Boston: Heinle and Heinle.

Oshima, A. & Hogue, A. (1991) *Writing Academic English (2nd ed).* New York: Addison-Wesley.

Oezkus, L. 2007. *Guided Writing: Practical Ideas, Powerful Result.* Post Smouth: Heinemann.

Robinson, L. (1967). *Guided Writing & Free writing*. New York: Harper & Row.

Raimes, A. (1983) *Tecniques in Teaching Writing*. Oxford: Oxford University press.

Richards and Rodgers. (1986: 2). *Communicative Language Teaching*. New York: Cambridge University press.

Titisari, D. 2015. *The Effectiveness of Guided Writing for Teaching Writing Recount Text.* Semarang State University

CURRICULUM VITAE

Name   : Ulfa Husna

Place/ Date of Brith   : Suka Damai, 05 Januari 1996

Sex   : Female

Religion   : Islam

Hobby   : Cooking and Reading

Parent's Name

Father   : Abdul Haris Tanjung

Mother   : Aniah

Address   : Suka Damai, Lawe Sigala-gala

Education

2003 - 2008   : MIN Lawe Sigala-gala

2008 – 2011   : SMP S Al-Azhar

2011 – 2014   : SMA N 1 Lawe Sigala-gala

2014 – 2018   :STUDENTS OF ENGLISH DEPARTMENT OF FACULTY OF TEACHER TRAINING AND EDUCATION, UMSU 2014 UNTIL REACHING THE DEGREE OF SARJANA PENDIDIKAN.

Medan,   Mei 2018

The Researcher

(Ulfa Husna)